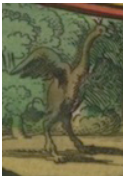


THE CONTINENTS

The map on the previous page includes images that represent each of the continents. The pictures are full of symbols that provide insight into how Europeans saw people from other parts of the world.

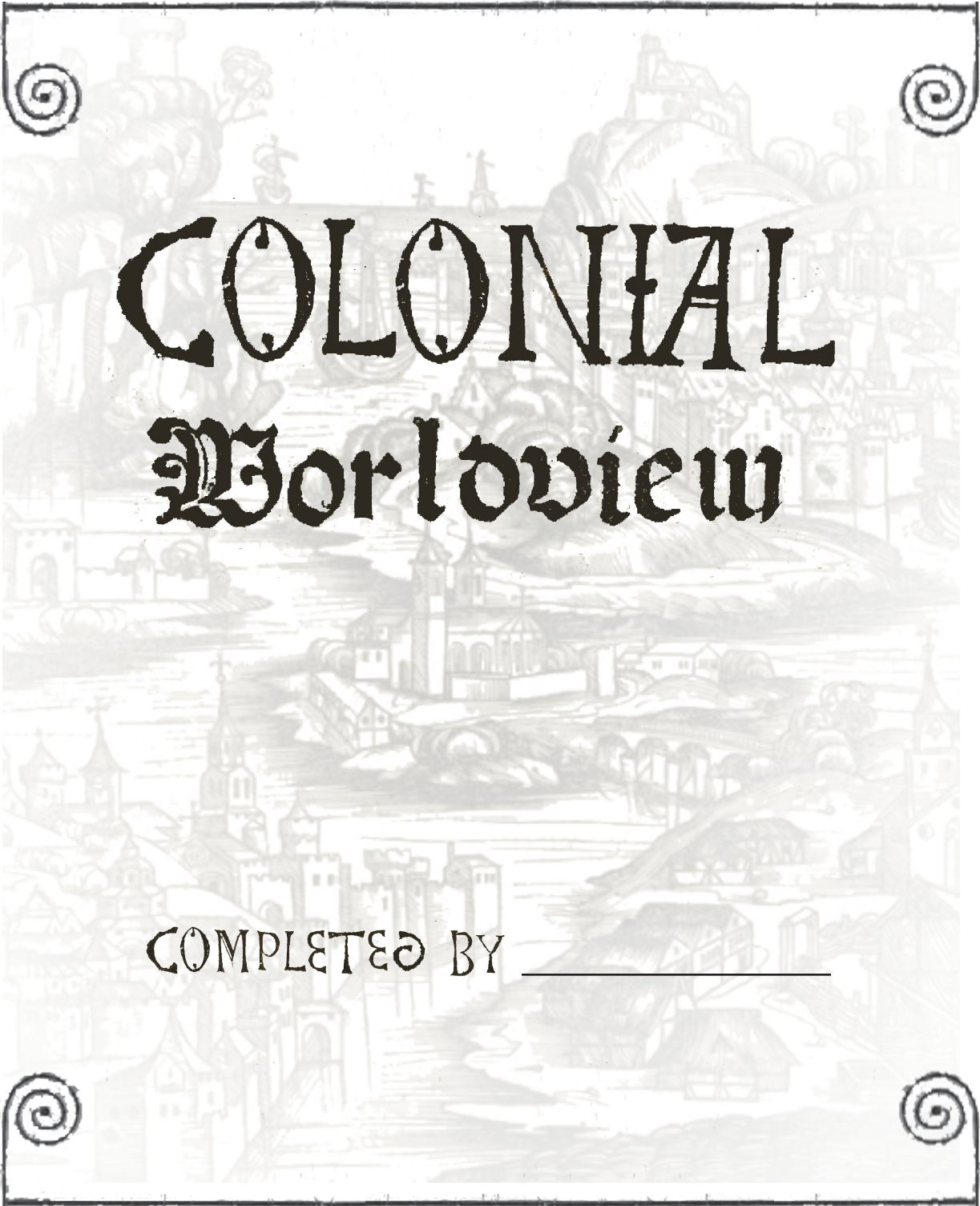
- 1. Which continent's figure is holding a scepter? _____ What does that scepter represent? _____
- 2. Which continent's figure is holding incense? _____ Why would incense be associated with that continent? _____
- 3. Which continent's figure is holding a weapon? _____ What does this say about how Europeans viewed this continent? _____



- 4. Which continent has this strange creature? _____
What sort of creature do you think the mapmaker was attempting to draw? _____



- 5. Europe is being presented with an ivory tusk by this African man and silk and other treasures by these Asian men. What does this say about European's view of themselves? _____



COLONIAL Worldview

COMPLETED BY _____

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KEY TERMS

Remember what you've learned about the following terms.
Define each term in your own words.

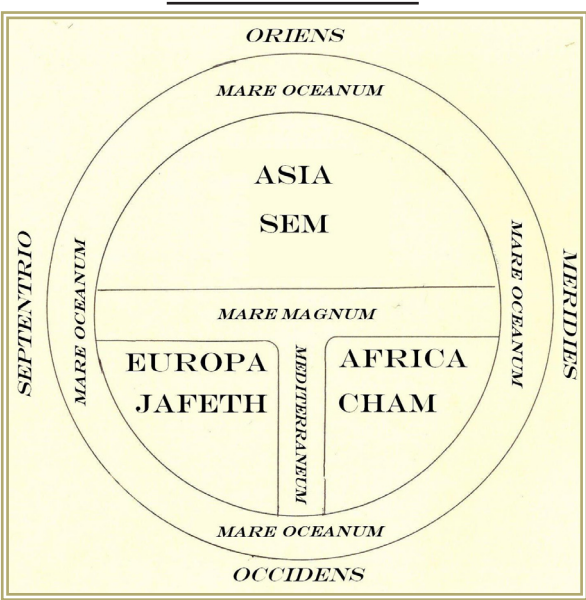
Worldview

Colonialism

Catholicism _____



MEDIEVAL THOUGHT

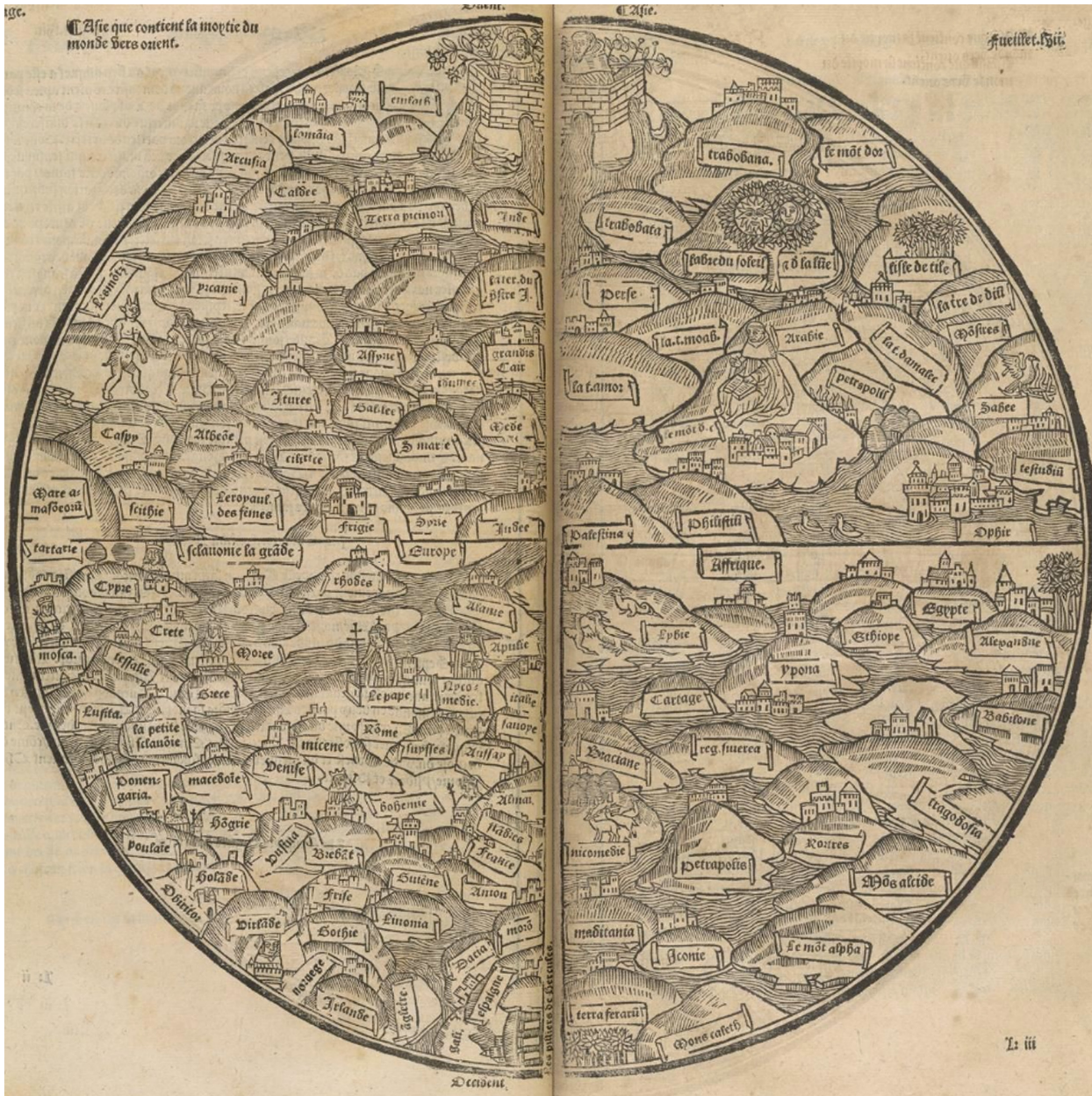


When Europeans first began to colonize the New World and parts of Africa, most everything they thought they knew about the world came from Medieval scholars. During the Middle Ages, European scholars thought of the world as three continents surrounded by a great O-shaped ocean and seperated by a T of water. Thus, Medieval maps are called T-O maps.

Nearly all formal education in Medieval Europe took place within the Catholic Church. Underneath the continents on the diagram are three names: Jafeth, Cham, and Sem. These are the three sons of Noah in the Book of Genesis, who, according to medieval scholars, each settled a different continent.

1. The diagram of a T-O map above is in the language that the vast majority of maps would have been in the Middle Ages. What language do you think that is?_____
2. Using the positions of the continents, locate North on the map above. Write "north" in the blank next to it. Do the same for the other three directions.
3. According to this map, which son of Noah settled Europe?_____ Which son settled Africa?_____ Which son settled Asia?_____

Examine the T-O map below to learn how Medieval Europeans thought of their world.



1. According to legend, Hercules placed pillars on an island beyond which it was unsafe to sail. What body of water were sailors not supposed to leave? _____
2. What frightening creature did Medieval scholars believe resided in Libie? _____

RESOURCES

Europeans often pictured the resources of their colonized lands on their maps. Examine the images from Nicolas de Fer's map of the Americas, and write what resource each picture represents.



This resource was especially desired by the English. It could be easily preserved and sent back to Europe for a large profit.
What resource was this?



This resource required a great deal of trading with Native Americans. The French were especially interested in this resource.
What resource was this?



This plantation produced molassas, and more importantly, rum. Workers at this kind of plantation experienced extreme heat and overwork. Many would die within a few years.
What kind of plantation was this?

SLAVERY

Millions of men, women, and children were captured and forced into slavery during the Colonial Era. Most of them would work on a plantation producing rum. Ironically, it was rum that Europeans traded to African slave traders in exchange for slaves.



COLONIAL CHRISTIANITY



1. Find the Native Americans at the bottom of the map. What animal are they associated with?
_____ Why is this significant? _____

2. In the top left-hand corner, there is a depiction of a spiritual battle between evil and Christianity for the souls of the New World. What does Christianity look like? _____

What does evil look like? _____



3. Medieval scholars believed that the destruction of Christianity would come with the release of Gog and Magog, an evil nation and its king, who'd been imprisoned in a remote part of the world. Find them on the map.
From what direction would they be coming? _____
4. Medieval maps typically put the same country in the center of the map. What land is in the center of the T-O map? _____ Why would it be important to the medieval Catholic Church? _____

DANGEROUS UNKNOWN

Even when Europeans had explored many parts of the world, their maps included images that suggested a sense of anxiety about what might be found in their explorations.

1. There was still a lingering believe that people inhabiting other parts of the world may be monstrous in appearance or deed.
Describe a figure on the map on the next page that is monstrous in appearance. _____

Describe a figure on the map on the next page that is monstrous in deed. _____

2. Animals of other parts of the world were also considered monstrous. Some of the creatures depicted on European maps were based on real animals; others were only thought to exist. Find the elephant and legless dragon on the map. What are both of them doing?

3. At the time this map was made, the Catholic church was desperately trying to maintain control of accepted knowledge. Scientists and cartographers who depicted the earth as not the center of the universe faced harsh punishments. Nevertheless, this mapmaker depicts the world as a rotating body. How does he do that?

How does he attempt to appease the religious authorities on this map?

INDIA ab Indo flus, sic appellata, oppidis adeo
exulta dicitur, ut quidam 5000. in ea esse dicat.
Terra esse fluberima, vis in anno metis fruges.
Fert cynamomum, piper, & calamum aromaticum
cum. Ebenum arborem sola producit. Pistacii autē
et monocoron bestiam habet. Beryllis, adamantis
bus, carcarbulis, margaritis, & alijs gemis pre-
ciosis abundat. Centum & triginta annorum autē
ob temperatum celū quidam auctus. Culus præ-
cipuus cum gemis: alijs lanceis, alijs limeis pep-
si struntur: papi nudi, papi obfcura tantum amicu-
lati. Niger uigro corporis color, ex materno uice
se fit nati. Potum ex rifo & bordeo conficiunt.
Actati seniu per erogati ualid tribuunt, nisi pru-
dētia excellat. Sunt tamen indorum multe gen-
tes, diuersæ formæ & linguæ, nec easdem uiuunt
te moribus.

SCYTHARVM natio primo parua &
contempta fuit, sed postea in magnum imperiū &
gloriā peruenit, agros amplius usq; ad Tanaim
fluuium, quā Scythia ipsa longa tradidit uersus o-
rum protensa, imo monte per medium uelut in
duas Scythias diuiditur. Tartaria quæ &
Mongal, maiorem Scythie occupans partem: re-
gitur plurimum montosa, & ubi campisq; ef-
fuditur efflata barosca, multis patens ef-
fensuris, Aer & calum intemperatum, totius & ful-
gura in æstate adeo horrida sepe sunt, ut præ
tuo homines intereant. tam calidæ magnus est,
max frigis & densissime nives cadunt.

mitt. 28
mitt. 32 $\frac{1}{2}$
mitt. 40 $\frac{1}{2}$
mitt. 44
mitt. 50
mitt. 54
mitt. 57 $\frac{1}{4}$
mitt. 60

Venus $\frac{5}{6}$ 6m
Jup. $\frac{1}{2}$ 2m
Jl. mitt. 62 $\frac{1}{2}$

mitt. 60
mitt. 57 $\frac{1}{4}$
mitt. 54
mitt. 50
mitt. 44
mitt. 40 $\frac{1}{2}$
mitt. 32 $\frac{1}{2}$
mitt. 28